

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of this study. It also offers some recommendations for further study regarding the teaching of spoken genre. These conclusions of the study are built up based on the data analysis which is discussed in the previous chapter. Some recommendations are proposed here in order to give information as well as guidance to conduct further research concerning the same field or issue.

5.1. Conclusion

This study is about implementing the Genre-based approach in teaching speaking especially in descriptive text and also the problems encountered by the teacher and the students in its implementation. Referring to the discussion in Chapter Four, the major conclusion of the study is that the implementation of Genre-Based Approach in teaching speaking especially in descriptive text in this school works successfully. The teaching and learning process runs into a conducive situation with greater involvement by the teacher and also the students. The teacher's knowledge about the basic principles and stages in Genre-based approach that he got from many workshops leads to the conducive situation in the teaching and learning process. The teacher applied the Genre-Based Approach in teaching speaking appropriately. Furthermore, the students also gave positive responses towards the implementation of this approach in the class. It can be proven by the improvement of the students' enthusiasm in responding the teachers' questions and the improvement of the result of their speaking score.

With respect to the last research question concerning the problem that the English teacher encountered in applying the Genre-based approach in teaching

speaking, it was found that the students' low self confidence in presenting their text orally in front of the class in the last stage of Genre-based approach called independent construction becomes an obstacle for the teacher in teaching and learning process. Furthermore, it can be solved by the great effort of the teacher in encouraging their students by giving words of encouragement and giving extra score for the students who are brave enough in presenting their ideas. However, the new type of assessment of new curriculum which has many aspects in giving scores to the students also plays a big role in motivating the students to be active in the teaching and learning process.

Regarding the problems that the student encountered in teaching and learning process, it was found that the students have some difficulties. They were the lack of pronunciation ability and the low capability of vocabulary and grammar. The students had a big problem in how to pronounce the words correctly. They also had a big problem whenever their teacher used English most of the time while explaining the lesson. The students expected the teacher to use English and also Bahasa Indonesia in order to make them understand the lesson well. Furthermore, asking the students to read a lot, watching the English movies, listening to the English news and song, checking the dictionary and asking questions to the teacher and friends were suggested by the teacher in order to solve all of the problems.

5.2. Suggestion

In line with the topic under discussion which is about the use of Genre-Based Approach in teaching speaking, the following suggestions which have to do with the teaching of speaking development are worth trying.

First, with regard to the speaking skill, the students' self confidence in practicing their English in the classroom and outside the classroom are still relatively low and underdeveloped. In response to this, the teacher should encourage his students to practice it. The students should also be given more

guidance, chances and constructive feedback from the teacher. Finally, it is also recommended that the teaching of speaking should be integrated with other skills such as listening, reading and writing.

Second, in order to help the students to promote their speaking skill ability, it is recommended that a certain program should be conducted at the site. Based on the students' good responses in learning speaking, the school has to conduct many competitions in order to give the students opportunities to practice their English such as story telling competition, speech contest, quiz, etc.

Finally, the next researcher is suggested to conduct research by involving more participants particularly in the classroom observation and in the interview in order to gain the data more exhaustive.